

September
2023

Year 3

Meet the teacher



Who are we?

Curie Class

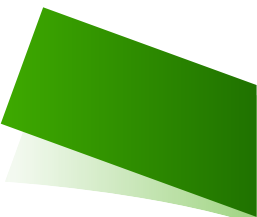
Class Teacher & Year 3 Lead:

Miss Charlton

Tuesday afternoon: Mrs Greive

Teaching Assistant: Miss Skinner

Key Workers: Mrs McLaughlin, Miss Micoud



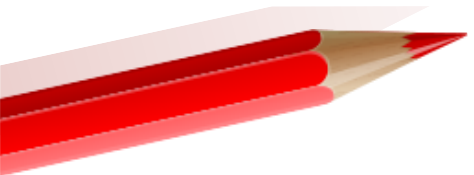
Who are we?

Nightingale Class

Class Teacher: Miss Marle

Teaching Assistant: Mrs Braund

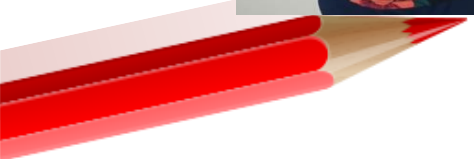
Key Worker: Miss Lee



Who are we?



Seacole Class
Class Teacher: Mrs Dey
Teaching Assistant: Miss Riches



Topics



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What was life like in prehistoric times?		What is the geography of the United Kingdom?		How did the Ancient Greeks change the world?	

<https://www.discovery.kent.sch.uk/year-groups/year-3/>

<https://www.discovery.kent.sch.uk/curriculum/learning-updates/year-3-learning-updates/>

Curriculum Intent



- At The Discovery School our curriculum intent is focused on discovering new things.
- Each topic starts with a big 'Question for Discovery' that is then broken down into a series of lessons that the children explore to be able to answer the 'Big Question'.

Example:



Our current topic is 'What was life like in prehistoric times?' and the children will explore this by answering questions such as, 'What did people in prehistoric times wear?'

Term 1 and 2 Topic Web

English – How can we use our knowledge of prehistory to inspire different writing genres?
Key Texts: Stone Age Boy, UG, Pebble in my pocket, The Wild Way Home

Writing genres: Letters, recounts, narrative and persuasive texts.

SPaG skills taught through key texts.

Music – How does music bring us closer together?

What stories does music tell us about the past?

Seacole – How can we change the pitch and sound of a recorder?

Science

Term 1: Rocks and Soils – How are rocks, soils and fossils are formed?

To investigate how rocks are formed.

To study at how fossils form over time.

To look at the different nutrients present in soil.

Term 2: Light – How does light impact on our everyday lives?

To find out about different light sources.

To know that light is needed to be able to see things.

PSHE – How can a growth mind-set lead to further success?

To understand how a mind-set can affect my thoughts and feeling.

To know about self-esteem and where it comes from.

French – How can we greet people and count in French?

Saying 'hello' and 'goodbye', asking 'how are you?' and saying your name.

Learning French numbers to ten and music instruments.

Learning about words to describe things in the classroom.

Science – Rolling topic throughout the Year

Plants and their nutrients

To understand the structure of a variety of plants and what they need to stay healthy.

Art and Design – How have and do humans expressed their feelings through art?

To explore pencil, oil pastels and acrylic paint to mimic and modern and prehistoric art.

Artist Study Jackson Pollock - Who was Jackson Pollock and why is he famous?

DT – Textiles – How can I create a replica of garment worn in prehistoric times? (Hunter/Gatherer pouch)

To develop and use pattern pieces to develop the product and enable accurate manufacture.

To measure, mark out, cut and shape fabric and components with accuracy.

To join the fabric with increased accuracy and independence.

History – What was life like in prehistoric times?

Learning to place events from their own lifetime and key events in history on a timeline.

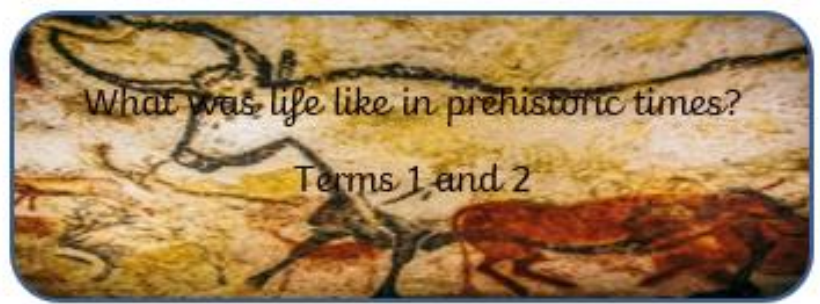
To use evidence to describe the past.

To use evidence to find out how events may have changed during a time period.

Describe similarities and differences people events and objects.

RE - What does it mean to be Christian in Britain today? What does it mean to be Hindu in Britain today?

To explore the importance of belief for different people in Britain.



Computing – How can I program a robot to complete a task?

To be able to design, write and debug simple algorithms that accomplish specific goals.

How can I identify the most effective program to publish my work?

To use a wide range of programs to create documents and presentations.

PE – Outdoor: How can we use tactics to support our game play?

Indoor: How can we develop our strength and coordination?

Term 1 Outdoor: Tag rugby
Term 1 Indoor: Swing dance.
Term 2 Outdoor: Netball
Term 2 Indoor: TBC



Example Timetable



Curie Class Timetable

Timing	Monday	Tuesday	Wednesday	Thursday	Friday
8:40am – 9:05am	Times table practice*	Times table practice*	Times table practice*	Times table practice*	Times table practice*
9:05 – 9:15am	Mindfulness*	Mindfulness*	Mindfulness*	Mindfulness*	Mindfulness*
9:15 – 10:05am	FB4 + Maths	FB4 + Maths	FB4 + Maths	FB4 + Maths	FB4 + Maths
10:05 – 10:30am	Assembly	Assembly	Class Assembly	Assembly	Celebration Assembly
10:30 – 10:45am	Break time				
10:45 – 11:15am	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
11:15am – 12:15pm	Spelling	English	Handwriting	English	Spelling
12:15 – 1:15pm	Lunch time				
1:15 – 2:15pm	French	Art	PE	Science	PPA PSHE/RE
2:15 – 3:05pm	Indoor PE	Art	PE	Science	Music
3:05 – 3:15pm	Indoor PE	D.E.A.R**	D.E.A.R**	D.E.A.R**	Library (2:45pm – 3:15pm)
*Topic includes: Geography, History, Computing, PSHE, Art, Design and Technology					
**Drop Everything And Read					

Timing	Monday	Tuesday	Wednesday	Thursday	Friday
8:40am – 9:05am	Times table practice	Times table practice	Times table practice	Times table practice	X table quiz
9:05 – 9:15am	Mindfulness	Mindfulness	Mindfulness	Mindfulness	Mindfulness
9:15 – 10:05am	FB4 + Maths	FB4 + Maths	FB4 + Maths	FB4 + Maths	FB4 + Maths
10:05 – 10:30am	Assembly	Assembly	Class Assembly	Assembly	Celebration Assembly
10:30 – 10:45am	Break time				
10:45 – 11:15am	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
11:15am – 12:15pm	Spelling	English	Handwriting	English	Spelling
12:15 – 1:15pm	Lunch time				
1:15 – 2:15pm	French	Topic – History (Term 1)	PE	Science	PPA PSHE/RE
2:15 – 3:05pm	Indoor PE	Art	PE	Science	Music
3:05 – 3:15pm	Indoor PE	D.E.A.R**	D.E.A.R**	D.E.A.R**	Library (2:45pm – 3:15pm)
*Topic includes: Geography, History, Computing, PSHE, Art, Design and Technology					
**Drop Everything And Read					

PE days

PE and Sports Kit

Navy shorts or a skort.

Plain T-shirt in 'house' colour, with or without The Discovery School motif.

Plain navy, black or white trainers for outside sports (no bright or fluorescent colours, glitter or flashing lights).

Plain navy blue fleece hoodie, with or without The Discovery School motif.

During the winter months, children should have a winter sports kit of: navy blue jogging bottoms or plain long, navy leggings.

No patterns or sports motifs are permitted on any items of PE uniform.

Our PE days are Tuesday and Wednesday for Seacole and Curie Classes, and Monday and Wednesday for Nightingale Class. Please ensure your child comes to school in their PE uniform. *see above

PE Questions for discovery:

Outdoor: How can we use tactics to support our game play?

Indoor: How can we develop our coordination?

Term 1 Outdoor: Tag rugby

Term 1 Indoor: Swing dance

Exciting learning experiences

In Year 3 ...

- We learn French
- We learn to play the recorder
- We visit Canterbury Cathedral
- We have a Stone Age WOW day
- We have an Ancient Greek themed day
- We create a dish from seasonal ingredients
- We take part in nature walks
- We take part in a poetry workshop



Co-curricular music

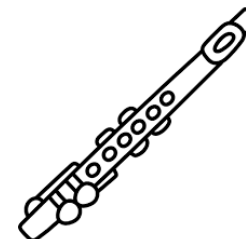
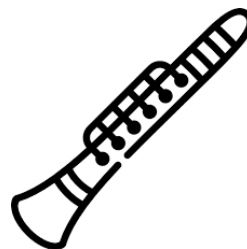
All children from year 1 to 6 have the opportunity to learn a range of instruments as part of the school's co-curricular offer.

Lessons are delivered by independent peripatetic tutors and take place during the school day.

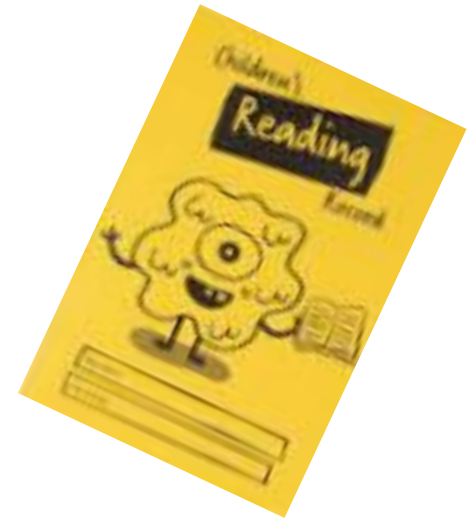
The tutors liaise with class teachers and rotate lesson times each term to avoid children missing the same subjects.

Children can choose to learn the piano, violin, electric guitar, clarinet, flute, cornet, trumpet, saxophone, classical guitar or continue with the ukulele.

Children can also learn to play as part of a band selecting either drums, keyboard, lead guitar, bass guitar or vocals.



Homework

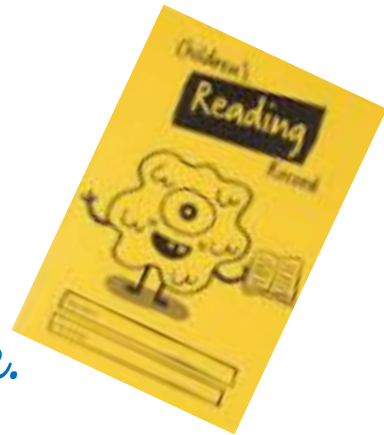


- 10 minutes of reading every day
- Weekly times table tests practice
- Weekly spelling quiz practice



Homework will be set on Purple Mash. Each child has a log in for this. They have used Purple Mash in school and lots of them are already confident with logging on.

Reading Records



- New books will be issued as soon as a child has finished their book.
- We expect children to remember to hand in their books and reading records every day but will prompt them to do this.
- We ask that children hand in their books every day, even if they haven't finished it so that we can monitor their reading.
- Once a child has finished the reading scheme, they become a 'Free-reader'. This means that they can select books from the book area to read at home. Please continue to enjoy listening to your child read, even when they become a free reader! Your child should discuss what they have read with their teacher who will then recommend some other titles to read.

Reading trees



- There are 36 high quality books in each class.
- The list of these books are on the school website and a list will be sent home.
- The aim is for children to read 30 books to earn a Gold Certificate.
- If they read 20 books, they can earn a Silver Certificate.
- If they read 10 books, they can earn a Bronze Certificate!
- Children can read these books to you, and you can read them to your child.
- Books can be taken home, but we ask that they are well looked after and returned! Teachers from each class will be monitoring which books are going home.



Why read 20 minutes at home?

STUDENTS WHO READ:

🕒 20 minutes

PER DAY

3,600 minutes per school year
1,800,000 words per year



SCORE IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENTS WHO READ:

🕒 5 minutes

PER DAY

900 minutes per school year
282,000 words per year



SCORE IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENTS WHO READ:

🕒 1 minute

PER DAY

180 minutes per school year
8,000 words per year



SCORE IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

www.ReadFortWorth.org

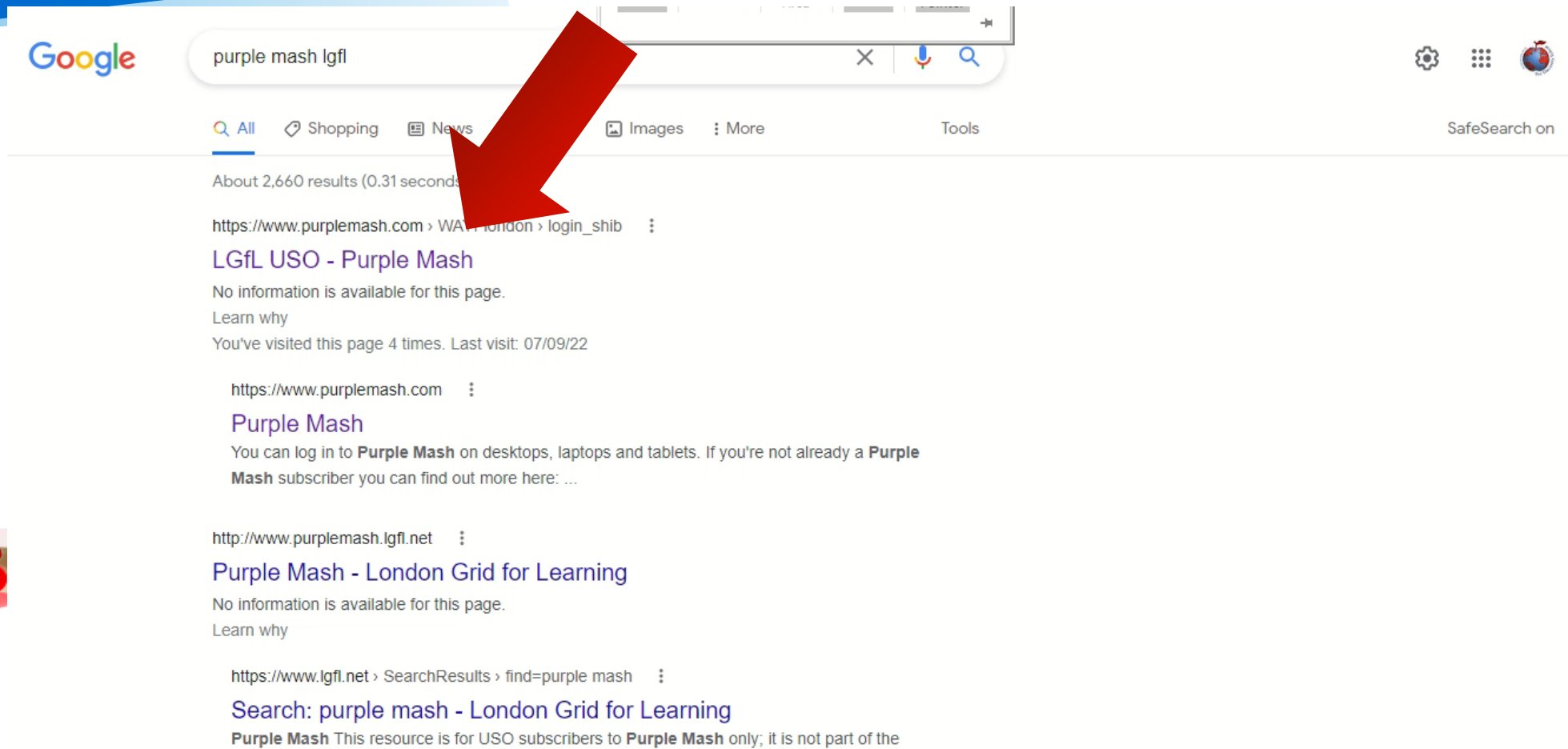
Source: Nagy, W. E., R. C. Anderson, and P. A. Herman. 1987. Learning word meanings from context during normal reading. American Educational Research Journal 24: 237-70.

Purple Mash



- We will also set spelling and times table activities on our online resource 'Purple Mash'.
- The children will be familiar with how to log onto Purple Mash through practising it at school.
- The work will be listed under their '2dos' and will be used to assess their progress.
- To log on type in [Purple Mash LGFL](#) .
- If you need help accessing an online platform, please refer to our Year 3 webpage.

Purple Mash



Google purple mash lgfl

About 2,660 results (0.31 seconds)

https://www.purplemash.com > WAT - London > login_shib

LGfL USO - Purple Mash

No information is available for this page.
Learn why
You've visited this page 4 times. Last visit: 07/09/22

<https://www.purplemash.com>

Purple Mash

You can log in to **Purple Mash** on desktops, laptops and tablets. If you're not already a **Purple Mash** subscriber you can find out more here: ...

<http://www.purplemash.lgfl.net>

Purple Mash - London Grid for Learning

No information is available for this page.
Learn why

<https://www.lgfl.net > SearchResults > find=purple mash>

Search: purple mash - London Grid for Learning

Purple Mash This resource is for USO subscribers to **Purple Mash** only; it is not part of the

Expectations & Rewards



- Our school values encourage our pupils to be respectful, to persevere, to be kind, to be honest, to be a good friend and to be the best they can be!
- We expect the children to present their work to the highest possible standard and in Year 3 there is the opportunity to earn a pen licence.

Other ways that we recognise success are:

- ☐ Stickers
- ☐ Value points
- ☐ Star of the week celebrated in class on Friday (outside awards/medals celebrated too)
- ☐ Excellence Awards
- ☐ Deputy Head Teacher awards
- ☐ Head Teacher awards

End of the day

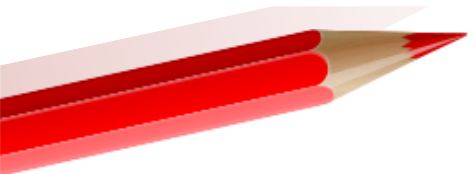


- Please note that in Year 3 children are only able to be collected by siblings if their sibling is over 16 and the parents have already given written permission.
- If you know that you regularly have someone else pick up your child, please email the class teacher a list of pre-approved adults who you are always happy for your child to be released to. The class teacher will keep a list of these ready for pick up.
- If collection is on an ad-hoc basis, please let the class teacher and the school office know each time arrangements change.
- If your child is due to attend an after school club, please make sure that they know this in the morning so that they are clear on what they need to do at the end of the day.

Contacting Us



- We always recommend talking to us after school at the door if you have any worries or concerns. This is always the quickest and easiest way to resolve any issues. However, if this is not possible, our email addresses are below. Please bear in mind there is a 48 hour window for us to respond. If it is urgent then please contact the school office directly.
- If you need to, you can always book an appointment with one of us for a longer discussion.
- Our school policy is to only answer emails in office hours so we cannot respond to emails before 7:30am or after 5pm on week days.



Nightingale

lmarle@discovery.kent.sch.uk

Seacole

kdey@discovery.kent.sch.uk

Curie

acharlton@discovery.kent.sch.uk

Other information



Absences

If your child is ill or absent for another reason, please email the office staff in addition to the class teacher. office@discovery.kent.sch.uk

Snacks

Please ensure that your child comes to school with a healthy snack. We recommend a piece of fruit (fruit winders and yoyos are also acceptable). As a nut free school, we ask that you check that any snacks do not have nuts. Chocolate is not permitted at school.



The school website – pages to view

<https://www.discovery.kent.sch.uk/year-groups/year-3/>

<https://www.discovery.kent.sch.uk/curriculum/learning-updates/year-3-learning-updates/>



Any questions?

We look forward to teaching
your children this year and
to working with you!

